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to the
Program of Studies: Junior High Schools

1. Insert yellow Notice page immediately following the front cover.
2. Replace front-end pages i to ix with new pages i to ix.
3. MATHEMATICS:
 - Insert new Mathematics title page (following Mathematics divider).
 - Insert new Mathematics 7–8–9 (1996), page 1 (following Mathematics title page).
4. **REMOVE** the basic learning resources section from each course or program of studies.

Notice

BASIC LEARNING RESOURCES

Alberta Education authorizes a variety of resources to support the programs of study.

The basic learning resources sections, originally listed in all the courses or programs of study, are to be removed through these 1996 amendments.

From 1996 onward, complete listings of all resources are to be found in the Learning Resources Distributing Centre (LRDC) *Buyers Guide*.

To access the *Buyers Guide* electronically:

- use the LRDC, 24-hour, on-line, computer dial-in service at <http://ednet.edc.gov.ab.ca/lrdc>; or through the Alberta Education home page.

To access the Authorized Resources Data Base:

- use the Alberta Education home page on the Internet at <http://ednet.edc.gov.ab.ca> under Students & Learning, Learning and Teaching Resources.



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PROGRAM *of* STUDIES

Junior High Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended.

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This document reflects changes in the program of studies for junior high schools up to June 1996.

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PROGRAM OF STUDIES: JUNIOR HIGH SCHOOLS

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Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations	D. Basic Learning Resources
HEALTH AND PERSONAL LIFE SKILLS	1987	B1-B2 1987 B3 1989	C1 1989 C2 1987 C3-C5 1989	★
LANGUAGE ARTS				
Language Arts	1984	1984	1987	★
Ukrainian Language Arts	1990	1990	1990	★
MATHEMATICS	1988	1988	1988	★
Mathematics 7-8-9	1996 ^①			
PHYSICAL EDUCATION	1988	1988	1988 C2 1995	★
SCIENCE	1990	1990	1990	★
SOCIAL STUDIES	1989	1989	1989 C22-C23 1993	★
ENVIRONMENTAL AND OUTDOOR EDUCATION	1990	1990	1990	★
FINE AND PERFORMING ARTS				
Art	1984	1984	1984	★
Drama	1989	1989	1989	★
Music	1988	1988	1988	★
INTEGRATED OCCUPATIONAL PROGRAM				
English Language Arts	1992	1992	1992	★
Practical Arts	1992	1992	1992	★
Social Studies	1992	1992	1992	★
NATIVE LANGUAGES				
Blackfoot Language and Culture Program	1990	1990	1990	★
Cree Language and Culture Program	1989	1989	1989	★

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

① Program information only.

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Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations	D. Basic Learning Resources
★★ CAREER AND TECHNOLOGY STUDIES				
PRACTICAL ARTS				
Agriculture: Land and Life	1989	1989	1989	★
Business Studies 9	1990	1990	1990	★
Computer Studies	1990	1990	1990	★
Home Economics	1988	1988	1988	★
Industrial Education	1984	1984	1984	★
RELIGIOUS OR ETHICAL STUDIES				★
Ethics	1989	1989	1989	
SECOND LANGUAGES				
French as a Second Language	1992			
Beginning Level		1992	1992	★
Intermediate Level		1993	1993	★
German as a Second Language	1984	1984	1984	★
Ukrainian as a Second Language	1984	1984	1984	★

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★★ Practical Arts courses will be replaced by the provincial implementation of Career and Technology Studies (CTS) strands in the 1997–98 school year.

INTRODUCTION

Program of Studies

The *Program of Studies: Junior High Schools* identifies the expectations for the core and complementary learning of all students. Content is focused on what students are expected to know and be able to do.

Though the program is organized into separate subject or course areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated bits. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the expectations outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and operations refer to the current issue of the *Guide to Education: ECS to Grade 9 Handbook*.

Basic Learning Resources

Alberta Education authorizes a variety of resources to support the programs of study.

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To access the Authorized Resources Data Base:

- use the Alberta Education home page on the Internet at <http://ednet.edc.gov.ab.ca> under Students & Learning, Learning and Teaching Resources.

Internet

Alberta Education can be found on the Internet at <http://ednet.edc.gov.ab.ca>. The site contains information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources.

Information on-site is organized into sections focusing on Students & Learning, Parents, Teaching, Education System, Funding, and Technology. There is also a section on news, with links to *Connection*, *in-focus* and other recently released documents.

PROGRAM FOUNDATIONS: MISSION, MANDATE, PRINCIPLES AND BELIEFS*

Mission

“The best possible education for all Alberta students.”

Mandate

Education is responsible for ensuring that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Principles

- *Access to quality education:* Every student in Alberta has the right of access to a quality basic education which is consistent with the student’s abilities and provides the necessary knowledge, skills and attitudes to fulfill personal goals and contribute to society as a whole.
- *Equity:* All students in Alberta will have access to a quality basic education regardless of where they live.
- *Flexibility:* Within standards and policies set by the provincial government, there will be opportunities for choice in the public education system. School boards, schools and individual teachers have flexibility to meet the unique needs of the students and communities they serve.
- *Responsiveness:* The student is the focus of all activities in the education system; legislation, policies and practices must respond to the needs of students.
- *Accountability:* All those involved in making decisions about educational matters, including the allocation of public funds for education, must be accountable for their decisions and choices. This includes the Minister of Education, school boards and their staff, parents, as well as students.

Beliefs

- All students can learn and experience success
- All students have the right of equitable access to a quality basic education program that meets their diverse needs
- Students are responsible for participating fully in the achievement of their educational success
- All students must have strong reading, writing and math skills with which to analyze data and develop ideas and inferences
- Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued
- Education is an essential building block of our society’s future
- The education system must provide our society with creative and critical thinkers and problem solvers, who are prepared for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world
- The education system must provide opportunities for students to acquire the entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy
- Quality educational programs develop the total person—social, physical, intellectual, cultural and emotional dimensions
- High learning expectations challenge all students to learn and achieve
- The success of students is the shared responsibility of students, parents, school, community and government
- Parents should have opportunities for meaningful involvement in important decisions about their children’s education
- Parents and the public should have access to timely information about the performance and cost of the education system

★ This Mission, Mandate, Principles and Beliefs has been excerpted from pages 9–12 of *Meeting the Challenge III: Three-Year Business Plan for Education, 1996/97–1998/99*.

- The satisfaction of students, parents and the public is critical to the success of the education system
- Resources and relevant decision making should be located where education happens
- All those responsible for decisions about education, including the expenditure of education funds, are accountable to Albertans for actions and results
- Available resources can maintain and improve the quality of education for students, if managed efficiently and innovatively
- The provision of educational funding must be fair, adequate and affordable.

Basic Education in Alberta—the Definition

The school's first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

Learning Expectations

Schools will be accountable for their students' achievement of provincial learning standards, including employability skills consistent with workplace requirements.

Schools will provide a variety of learning experiences so that students:

- can read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations

- understand the physical world, ecology and the diversity of life
- understand the scientific method and the societal context of science
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- can research an issue thoroughly
- know how to work independently and as part of a team
- respect the cultural diversity of Canada, and appreciate literature and the arts
- know the basic requirements of an active, healthful lifestyle
- recognize the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships in that well-being
- manage time and other resources needed to complete a task
- use computer and communication technologies
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Schools also may provide the opportunity for students to acquire a second language. When the primary language of instruction is not English, students must be able to demonstrate competence in reading and writing English.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Many students will require concrete, hands-on approaches to achieve the expected results. Schools will have authority to deploy resources and may use any instructional technique acceptable to the community as long as the results

are achieved. Schools and teachers are encouraged to take advantage of different delivery options, such as distance education and workplace learning.

Senior high school students will be able to learn employability skills in the workplace. The school will provide support to ensure a broad theoretical understanding of those specific skills. The province will provide high school credit for workplace learning that is certified by the school and by the employer. This will ensure that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work.

Wherever possible, school programs and credit granting procedures will be redesigned to ensure compatibility with post-secondary and occupational training programs, thus improving the efficiency of the entire system by removing duplication.

Standards for Student Learning

The province will define acceptable standards and standards of excellence for student achievement. Business will be a key player in defining the specific learning requirements of industry. Schools, school jurisdictions and the province will assess and report on the full range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in student learning expectations, provincial achievement tests, diploma examinations and graduation requirements.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of teachers and administrators.

SECTION 33(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33; 1990 c36 s16

LEARNING RESOURCES

POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

LEARNING RESOURCE CATEGORIES

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, both publisher-developed and teacher-made, are available for use in implementing elementary programs. Decisions about the selection and use of resources are a local matter and should take into account the student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education are authorized by definition.

AVAILABILITY

Most authorized resources are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 403–427–5775, Fax 403–422–9750, Internet <http://ednet.edc.gov.ab.ca/lrdc>).

Resources are listed in the Learning Resources Distributing Centre *Buyers Guide* and at the Internet address shown above.

MATHEMATICS

CONTENTS

Mathematics 7–8–9 (1996)

Mathematics (1988)

MATHEMATICS

7–8–9

Program of Studies

The Kindergarten to Grade 9 portion of *The Common Curriculum Framework for K–12 Mathematics: Western Canadian Protocol for Collaboration in Basic Education*, 1995 has been authorized for implementation as the *Alberta Program of Studies for K–9 Mathematics*, 1996. Supporting rationale, general outcomes and specific outcomes required for implementation are identified by shading in the Alberta Education June 1996 print and electronic versions of the 1995 document.

Copies of the *Alberta Program of Studies for K–9 Mathematics*, 1996 are available for purchase from the Learning Resources Distributing Centre (LRDC); OR, can be found under Students & Learning, Student Programs, Mathematics, through the Alberta Education home page on the Internet at <http://ednet.edc.gov.ab.ca>.

Implementation

The implementation dates for the junior high school mathematics program are:

- Grade 7 and Grade 9 in September 1996
- Grade 8 in September 1997.

Learning Resources

The basic learning resources for mathematics are listed in the print and electronic LRDC *Buyers Guide*; and in Alberta Education's electronic Authorized Resources Data Base.

